Session 5 Assignment Sheet:

1. Reading Assignment:

    ☐ *Extending Children's Mathematics*, Chapter 5 (pp. 92-113)

    ☐ "Iowa Core Mathematics Content and Practice Shifts Grades K-5", the shifts under "Properties of Operations" (pp. 3-4)

2. Implementation Assignment 5:

    ☐ Pose the following problem to encourage relational thinking. Select pairs of numbers you think are appropriate for your students. The pairs of numbers increase in difficulty.

    > It takes _____ yard of ribbon to make a bow. How many bows can I make with_____ yards?
    >
    > $(\frac{1}{4}, 12)$ $(\frac{1}{3}, 18)$ $(\frac{3}{4}, 12)$ $(\frac{2}{3}, 18)$ $(\frac{5}{6}, 35)$

    ☐ Conduct a class discussion of student work and make students' relational thinking explicit. If students do not use equations, share equations to model specific relational thinking used by students during a class discussion. Discuss how the equation connects to the students' work.

    ☐ Bring your students' work with you to Session 6 along with a written reflection of what took place in your classroom. Your reflection should include:
    - the problem you posed,
    - the notation you or your students used,
    - a description of the class discussion including connections made between notation and student work, and
    - a description of what you learned as a teacher.